Deaf & Hard-of-Hearing Students · Students · Grades 3–5 · FREE

My Classroom Communication Plan

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Request access to directions, media and discussion in an advanced-learning classroom.

Access includes seeing or receiving the whole message, not just being in the room. Plan for instructions, media and group talk. You can request a change without apologizing for needing it.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Check three learning moments

Consider a video, a discussion and a new task. Identify one support for each.

Video: access support

Discussion: access support

Directions: access support

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Clarify the missing message

A teacher gives directions while facing the board. Draft an access request.

Example, not an answer to copy: Please provide the directions in writing and face the group when explaining.

My request for accessible directions

How I can confirm the first step

Optional deeper thinking · Grades 6–8

Audit a research presentation for access to speaker, audience questions, media and technical vocabulary.

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Agree on responsibility

Plan with an adult who will arrange the support; the learner should not have to manage services alone.

Adult action and when it is needed

How we will check participation access

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Provide text rather than audio-only directions. Services and assistive technology must be individualized with the appropriate team.

Teacher facilitation

Check caption accuracy, sightlines, lighting, interpreter positioning and written instructions before instruction starts. Repeat peer comments in the agreed accessible mode. Ask privately whether access is working.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.

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